

Reviewer

CP#

8187

Please enter your Legal Entity number:

LE

0579

Please enter your School Code

SC

0000

Are all profile components present?

☒ Yes

☐ No

Academic Performance - Are all components present? If not, please explain. Title I will review all purposes of all correlates.

☒ Yes

☐ No

Academic Performance - Indian Education for All and American Indian Achievement:

☐ District/School indicated not applicable; however Indian Education for All is applicable for all students/schools/districts

☒ Satisfactory answer

☐ Response does not address the question

☐ Answer is too general / Please be more specific or expand upon your answer

☐ Answer does not address Indian Education for All

☐ To discuss professional development plans or opportunities for Indian Education for All or Indian student achievement, contact the OPI Indian Education Division

Efficiency - Are all components present?

☐ Yes

☒ No

What efficiency components are missing?

Section does not address efficiency - repeat of academic performance.

Learning Environment - Are all components present?

- ☐ Yes
- ☒ No

What learning environment components are missing?

Does not address learning environment - repeat of academic performance.

Mathematics - Are all components present?

- ☒ Yes
- ☐ No

Mathematics - Measurable Objectives:

- ☒ Measurable objective clearly articulates the relationship to school/district goals.
- ☐ Measurable objective contains necessary components for all levels of system (students, teachers, leaders).
- ☐ Measurable objective develops/demonstrates a strong relationship to school/district goals and focuses on meaningful school improvement issues.
- ☐ Measurable objective effectively supports focused, meaningful continuous school improvement.
- ☐ Multiple tools are listed to gather data for measurable objectives.

Mathematics - Identified Strategies:

- ☒ Strategies are clear and focused.
- ☐ Rational is given for choice of strategies.
- ☐ Specific and research-based strategies stated.
- ☐ Strategies are measurable.
- ☐ Method, materials, and timeframe for implementing strategies are indicated.
- ☒ Strategies are based on realistic expectations.
- ☐ Mathematics identified strategies are unclear and/or lacks specificity.
- ☐ Mathematics identified strategies do not support stated goal.

Mathematics - Professional Development:

- ☒ Ongoing and sustainable professional development is evident.
- ☐ Needs assessment drives professional development.
- ☐ Follow-up plan is included for continued professional development throughout the year.
- ☐ Topics or content of professional development matches goal and strategies.
- ☐ Commitment to plan and its components is evident.
- ☐ The implementation of new resources (math program, curriculum, and/or textbook/materials) is supported by professional development for the impacted staff throughout the year.
- ☐ Evaluation of the student data is used to assess the impact of professional development.
- ☐ Mathematics professional development goal is unclear and/or lacks specificity.
- ☐ Mathematics professional development goal does not support stated goal.

Reading - Are all components present?

- ☒ Yes
- ☐ No

Reading - Measurable Objectives:

- ☐ Measurable objective not included in the plan.
- ☐ Measurable objective does not clearly articulate the relationship to school/district goals.
- ☒ Measurable objective contains all necessary components.
- ☐ Measurable objective develops/demonstrates a strong relationship to school/district goals and focuses on meaningful school improvement issues.
- ☐ Measurable objective effectively supports focused, meaningful continuous school improvement.

Reading - Identified Strategies:

- ☐ Identified strategies are focused on standards based instruction and resources.
- ☒ Identified strategies to reach reading goal are focused and clear.
- ☐ Identified strategies to reach reading goal are not based on data.
- ☐ Identified strategies are generalized.
- ☐ Identified strategies (or Professional development) to reach reading goal lack specific connection to student achievement in reading.
- ☐ Identified strategies support reading goal.
- ☐ Consider multiple sources of measurement to collect reading achievement data.

Curriculum Development - Are all components present?

- ☒ Yes
- ☐ No

Curriculum Development: (District)

- ☐ Curriculum development goal is measurable.
- ☐ Curriculum development goal is not measurable.
- ☒ Curriculum development goal based on consortium revision cycle.
- ☐ Measurable objective not included in the report.
- ☐ Measurable objective does not clearly articulate the relationship to school/district goals.
- ☒ Measurable objective contains all necessary components.
- ☐ Measurable objective develops/demonstrates a strong relationship to school/district goals and focuses on meaningful school improvement issues.
- ☐ Measurable objective effectively supports focused, meaningful continuous school improvement.
- ☐ The communication arts standards were revised in 2010, consider that in curriculum review.

Other #1 - Are all components present?

- ☐ Yes
- ☒ No

What other components are missing?

N/A

Other #2 - Are all components present?

- ☐ Yes
- ☒ No

What other components are missing?

N/A

Do you want to complete the additional Title I questions?

- ☒ Yes
- ☐ No

Is this school a Schoolwide Title I school?

- ☒ Yes
- ☐ No

Schoolwide Title I - A. Instructional Program:

- ☐ Satisfactory answer
- ☐ Insufficient answer/ Respond to question
- ☐ Response does not address the question
- ☒ Answer is too general /Please be more specific or expand upon your answer

Schoolwide Title I - B. Funding Sources:

- ☒ Satisfactory answer
- ☐ Insufficient answer/ Respond to question
- ☐ Response does not address the question
- ☐ Answer is too general /Please be more specific or expand upon your answer

Schoolwide Title I District Improvement Plan:

- ☐ Satisfactory answer
- ☐ Insufficient answer/ Respond to question
- ☐ Response does not address the question
- ☒ Answer is too general /Please be more specific or expand upon your answer
- ☐ Improvement Supplement is missing

Is this school identified for improvement?

- ☐ Yes
- ☒ No

Is the school identified for corrective action?

- ☐ Yes
- ☒ No

Is the school identified for restructuring?

- ☐ Yes
- ☒ No

Title I General Feedback:

District Title I Component is very general. Specific action plan would be helpful.